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the locality from which they come, and deal with various phases of Hawaiian life,—such as surf-riding, contests with devouring sharks, tales of singing shells, weird ghost dances in volcanoes, cannibal dog-men and sharkmen,—there is one legend of old Hawaii concerning three princes in search of the Water of Life, which contains features common to European folk-tales. The two older brothers through their rudeness fail in their search; whereas the youngest, by means of his natural kindness and generosity to the King of the Fairies (who is disguised as a dwarf), throws food into the mouths of the dragons guarding the water, succeeds in his quest, and wins a beautiful bride. As a matter of course, however, his wicked brothers almost rob him of his hard-earned victory, so that he barely escapes with his life. The collection is an interesting one, though at times the story suffers from too frequent interpolation and explanation on the part of the translator.

WRITTEN ENGLISH. A COURSE IN THE MAIN THINGS TO KNOW IN ORDER TO WRITE ENGLISH CORRECTLY. By Edwin C. Woolley. New York: D. C. Heath & Company. 300 pages. Price, \$1.00.

This book is prepared for first-year classes in secondary schools, and its object is “to teach students to write correctly—not to teach them to write with literary excellence.” It begins with elementary, but necessary, instruction in the preparation of the manuscript of the school theme and of letters, and then takes up the study of composition, based throughout on principles of grammar; for the author very properly is convinced that correctness in written English depends on a “knowledge of the leading parts of grammatical theory and terminology.” The rules are stated briefly and clearly, and are accompanied by abundant illustrations, so as to give the student constant drill and practice. Most teachers will regret to see the time-honored word “sentence” (for the simple reason that it is loosely and indefinitely used) put aside for the more pretentious term “predication.” But the book is an excellent one and it should do much towards banishing from the school-room the dry, theoretical rhetoric, which has been in the past such a bane to every high-school pupil.